DOCUMENT RESUME

ED 262 220 CE 042 629

TITLE	Business Education 10-20-30. Mini Courses. Optional Modules. Business Education Curriculum Guide.
INSTITUTION	Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE	85
NOTE	54p.; For related documents, see CE 042 625-633.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Business; *Business Communication; *Business Education; *Calculators; Career Development; Course Content; Curriculum Guides; Foreign Countries; Guidelines; High Schools; Office Machines; Program Content; *Recordkeeping; Simulation; Student Evaluation; *Word Processing
IDENTIFIERS	Alberta; Dicta Typing; Goal Setting; *Transcription

ABSTRACT

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. These 16 modules may be used to enhance the subject area strand or to form these three-credit courses: recordkeeping, business calculation, business communication, dicta typing, and word processing. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for business 10-20-30 follow: an introduction, objectives, and flowchart of modules. These components are provided for each of the 16 modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are recordkeeping 1, 2, 3 (personal finance, career recordkeeping 1 and 2); business calculation 1, 2, 3 (fundamental calculator use, personal applications, business applications); business communication (development, practice, integration); business research project; goal setting and career development in business; dicta typing 1, 2; word processing 1, 2; and business simulation. The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED262220

CE

1985

BUSINESS EDUCATION CURRICULUM GUIDE

BUSINESS EDUCATION 10-20-30

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

MINI COURSES

- RECORD KEEPING 10
- BUSINESS CALCULATION 20
- BUSINESS COMMUNICATION 20
- DICTA TYPING 20
- WORD PROCESSING 30

OPTIONAL MODULES

CE042629

Curriculum Alberta Education

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Woodbo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BUSINESS EDUCATION 10-20-30

CURRICULUM GUIDE

1985

MINI COURSES

- RECORD KEEPING 10
- BUSINESS CALCULATION 20
- BUSINESS COMMUNICATION 20
- DICTA TYPING 20
- WORD PROCESSING 30

OPTIONAL MODULES

NOTICE TO TEACHERS

This Curriculum Guide is subject to review and revision, in keeping with any revision to the Business Education curricula which may occur as a result of the Secondary Education Policy Statement, June 12, 1985.

Alberta
EDUCATION

ACKNOWLEDGEMENTS

Alberta Education acknowledges with appreciation the contribution of the following Ad Hoc Committee members to the preparation of this curriculum guide.

BUSINESS COMMUNICATION

D. Haines	-	Canmore Composite High School, Canmore
S. Lundberg	-	Strathcona Composite High School, Edmonton
B. Berent	-	Hillside Junior-Senior High School, Valleyview

RECORD KEEPING BUSINESS CALCULATION

R. Schafer	-	Henry Wise Wood High School, Calgary
J. Dunnigan	-	St. Joseph Composite High School, Edmonton
R. Ross	-	William Aberhart High School, Calgary
J. McLenahan	-	Bishop Carroll High School, Calgary

Dicta Typing and Word Processing modules were developed by the Typewriting Ad Hoc Committee. Business Research Project, Goal Setting and Career Development, and Business Simulation modules were developed by the Business Education Curriculum Coordinating Committee.

The Ad Hoc Committee operated under the guidance of the Business Education Curriculum Coordinating Committee:

C.M. Cooney	-	Crescent Heights School, Medicine Hat
Dr. M. Fisher	-	Lethbridge Community College
J.A. MacDonald	-	St. Francis High School, Calgary
S. Pisesky	-	Edmonton Roman Catholic Separate School District #7
R. Schafer	-	Henry Wise Wood High School, Calgary
J. Prest	-	Okotoks Junior-Senior High School, Okotoks
Dr. S. Ubelacker	-	University of Alberta
E. Dayman	-	Calgary Public School District #19
R. Maskell	-	Jasper Place Composite High School, Edmonton
G. Scott	-	Spirit River Secondary School, Spirit River
D. Haines	-	Canmore Composite School, Canmore
R. Harris	-	Calgary Public School District #19
L. Jackson	-	Sir Winston Churchill High School, Calgary
G. Robinson	-	Beiseker Community School, Beiseker
S. Prather	-	Alberta Education
Dr. J. Harder	-	Alberta Education
Dr. S. Kashuba	-	Alberta Education
A.A. Day	-	Alberta Education
U.J. Pallas	-	Alberta Education
D.J. Mortimore	-	Alberta Education
K. Mills	-	Business Community Representative
W. Curtis	-	Business Community Representative
H. Scarth	-	Alberta Education (Editing Assistant)

ALBERTA EDUCATION PUBLICATIONS

The following service publications and prescriptive documents are available to administrators and business education teachers from Alberta Education.

From Curriculum Branch, Program Development Division

1. Program of Studies
2. Junior-Senior High School Handbook
3. Accounting 10-20-30 Curriculum Guide
4. Basic Business 20-30 Curriculum Guide
5. Computer Processing 10-20-30 Curriculum Guide
6. Law 20-30 Curriculum Guide
7. Marketing 20-30 Curriculum Guide
8. Office Procedures 20-30 Curriculum Guide
9. Shorthand 20-30 Curriculum Guide
10. Typewriting 10-20-30 Curriculum Guide
11. Optional (Business Education 10-20-30) Curriculum Guide
    - 11.1 Record Keeping 10
    - 11.2 Business Calculation 20
    - 11.3 Business Communication 20
    - 11.4 Dicta Typing 20
    - 11.5 Word Processing 30
12. Junior High School Typewriting Curriculum Guide, 1973
13. Accounting 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
14. Basic Business 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
15. Computer Processing 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
16. Law 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
17. Marketing 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
18. Office Procedures 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
19. Shorthand 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
20. Typewriting 10-20-30 Curriculum Implementation Manual for Teachers (published June, 1986)

From School Book Branch

1. School Book Branch Catalogue

For further information, contact Curriculum Branch (Program Development Division) or Edmonton or Calgary Regional Offices (Program Delivery Division).

TABLE OF CONTENTS

Topic		Page
1.	Acknowledgements	1
2.	Alberta Education Publications	2
3.	Table of Contents	3
4.	Philosophy of Business Education Program	5
5.	Learning Principles Applied to Business Education	6
6.	Specific Objectives of the Alberta Business Education Program	7
7.	Schematic Overview of Business Education High School Program	8
8.	Business Education Program: Course Sequences	9
9.	Guidelines for Structuring Business Education Courses	10
10.	Business Education Matrix	11
11.	Introduction: Business Education 10-20-30	15
	Mini Courses	
	Optional Strand	
	Objectives: Business Education 10-20-30	16
12.	Flowchart of Modules: Optional Strand	17
	Mini Courses	
13.	Optional Modules:	
	13.1 Record Keeping 1: Personal Finance	19
	13.2 Record Keeping 2: Career Record Keeping #1	21
	13.3 Record Keeping 3: Career Record Keeping #2	23
	13.4 Business Calculation 1: Fundamental Calculator Use	25
	13.5 Business Calculation 2: Personal Applications	27
	13.6 Business Calculation 3: Business Applications	29
	13.7 Business Communication: Development	31
	13.8 Business Communication: Practice	33
	13.9 Business Communication: Integration	35
	13.10 Business Research Project	37
	13.11 Goal Setting and Career Development in Business	39
	13.12 Dicta Typing 1	41
	13.13 Dicta Typing 2	43
	13.14 Word Processing 1	45
	13.15 Word Processing 2	47
	13.16 Business Simulation	49
14.	Guidelines for Student Evaluation	51
15.	Learning Resources:	
	15.1 Record Keeping	52
	15.2 Business Calculations	52
	15.3 Business Communications	53
	15.4 Dicta Typing	53
	15.5 Word Processing	54
16.	Correlation of Course Content with Learning Resources	56

PROGRAM PHILOSOPHY

Business Education is an interdisciplinary study of the principles, procedures and technologies within the business environment and thus plays a significant role in meeting the Goals of Schooling and Goals of Education in Alberta Schools. Within this program a student has the opportunity to learn more about the role of a future participant within a productive society and to build a framework for a successful career. The knowledge, skills, attitudes and habits expected in business assist students, upon completion of high school, to respond to the opportunities and expectations of the world of work.

The development of the individual's potential in the areas of psychomotor, affective and cognitive domains is central to learning and instruction. Individuals discover themselves and realize their potential by interacting with ideas, technology and people. The world of business is an appropriate focus for this interaction.

Presented from the dual viewpoint of the individual as a consumer within the marketplace and a participant within the production cycle, the content within the Business Education Program provides for development of:

1. Skills and knowledge all citizens need to successfully participate in the business world,

2. Skills for immediate job entry, and

3. Skills and knowledge supportive of a business-related post-secondary program.

The continuum of experiences within the business education program starts with exploratory activities in junior high school and expands in scope and depth at the high school level. The program can meet the three general objectives while providing viable alternatives and challenge for students of all levels of ability and interests. The relevance of the program is further enhanced through the integration of technology and related practices throughout the program, helping prepare the student for the information age.

LEARNING PRINCIPLES

Business Education courses incorporate the following learning principles:

1. Student learning should move from the level of prior knowledge through the course objectives at a rate governed by the students' aptitude and attitude. Learning will be maximized in environments where student initiative is encouraged and the learning environment is non-threatening and considered relevant to the learner.

2. Since students learn in different ways, a variety of methodologies and presentations should be used to meet the various learning styles of the individual. Presenting content in a variety of contexts reinforces the students's ability to apply the concept in a variety of circumstances and in an appropriate manner.

3. Personal learning goals should reflect the broader objectives of the program. Establishing a learning environment wherein self-analysis and personal evaluation are promoted encourages confidence, decision making, self-motivation, and critical thinking skills.

4. Skills development is promoted through appropriately structured learning experiences which may or may not include necessary repetition and the application of tasks that are relevant to future experiences. Development of skills is only part of the learning process. Students must understand when and how to apply these skills.

5. Establishing opportunities for success and building on the positive influence of rewards develops self confidence and motivation.

PROGRAM OBJECTIVES

Senior High School

The business education curriculum provides education ABOUT business for ALL students in order that they become informed citizens, and education FOR business for SOME students in order that they become effective workers. More specifically, the purpose of the program is:

1. To provide a meaningful study of the business environment including the ideas, people, and technology of business.

2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.

3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.

4. To develop acceptable communication and interpersonal skills.

5. To develop the thinking strategies and problem-solving abilities of students.

6. To provide an opportunity for students to relate and apply learnings in business education to other areas of study.

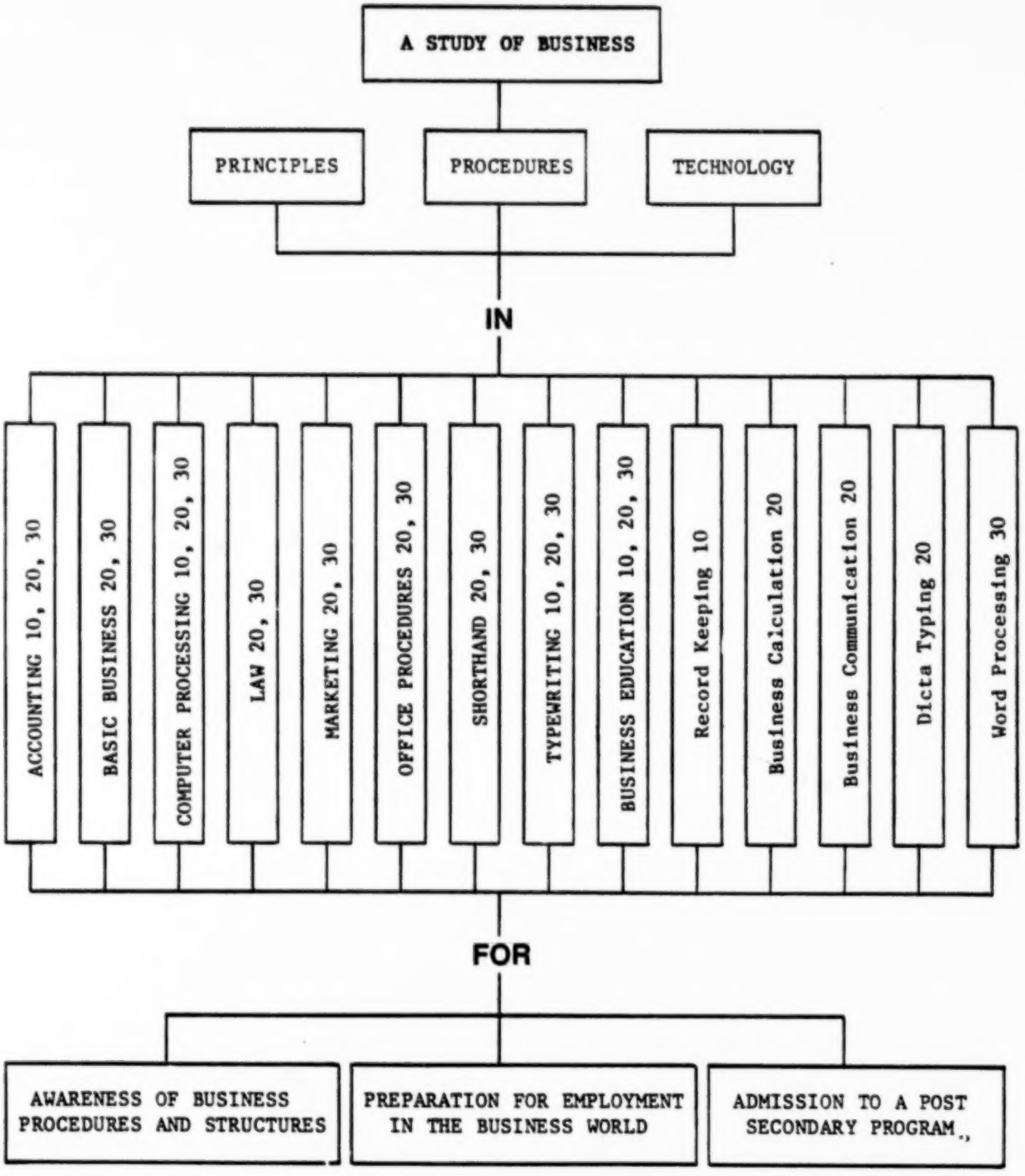
7. To expose students to the business environment for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.

8. To provide for a general understanding of business and the development of skills for personal use.

9. To provide background skills and knowledge for specialization in business and/or admission to post-secondary programs.

10. To prepare for job entry upon completion of high school and for future advancement in business.

SCHEMATIC OVERVIEW OF PROGRAM



COURSE SEQUENCES

Courses listed on the same line and to the left indicate a prerequisite. The maximum credits available to a student for use on a high school diploma is shown in the left column. Whether the course may be offered for 3 and/or 5 credits is shown in brackets following the course name. Some courses have additional prerequisites. These are indicated with solid lines.[1]

Maximum Credits			
13	1501 Accounting 10 ..... (3)(5)	2501 Accounting 20 ..... (3)(5)	3500 Accounting 30 ..... (5)
15[3]	1527 Computer Processing 10 ..... (3)(5)	2527 Computer Processing 20[2] ..... (3)(5)	3527 Computer Processing 30 ..... (3)(5)
10		2541 Basic Business 20 ..... (3)(5)	3541 Basic Business 30 ..... (3)(5)
30	1542 Business Education 10 ..... (3)(5)(10)	2542 Business Education 20 ..... (3)(5)(10)	3542 Business Education 30 ..... (3)(5)(10)
3	1550 Record Keeping 10 ..... (3)		
3		2566 Dicta Typing 20 ..... (3)	
15	*1565 Typewriting 10 ..... (3)(5)	2565 Typewriting 20 ..... (3)(5)	3565 Typewriting 30 ..... (5)
3			3567 Word Processing 30 ..... (3)
10		2555 Shorthand 20 ..... (3)(5)	3555 Shorthand 30 ..... (3)(5)
10		2545 Office Procedures 20 ..... (3)(5)	3545 Office Procedures 30 ..... (3)(5)
3		2543 Business Communication 20 ..... (3)	
3		2544 Business Calculation 20 ..... (3)	
10		2430 Law 20 ..... (3)(5)	3430 Law 30 ..... (3)(5)
10		2540 Marketing 20 ..... (3)(5)	3540 Marketing 30 ..... (3)(5)

[1] Please refer to the BUSINESS EDUCATION MANUAL FOR ADMINISTRATORS, COUNSELLORS, AND TEACHERS for criteria for module selection.

* Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

[2] Computer Literacy 10 may be used as an alternate prerequisite to Computer Processing 20.

[3] A student can take Computer Literacy 10 or Computer Processing 10, followed by Computer Processing 20 and then Computer Processing 30. However, the maximum number of credits available to a student in Computer Literacy and Computer Processing is fifteen (15).

BEST COPY AVAILABLE

GUIDELINES FOR STRUCTURING BUSINESS EDUCATION COURSES

GENERAL GUIDELINES

The structure of the business education program allows schools to design courses to meet the specific needs of the students in that school. The content has been organized into sequenced and unsequenced modules organized under the following eight main subject areas or strands.

1. Accounting 10, 20, and 30
2. Basic Business 20 and 30
3. Computer Processing 10, 20, and 30
4. Law 20 and 30
5. Marketing 20 and 30
6. Office Procedures 20 and 30
7. Typewriting 10, 20, and 30
8. Shorthand 20 and 30

Subject to the constraints outlined in the curriculum guides, modules are to be formatted into 3- or 5-credit courses within each strand. Schools or school jurisdictions should designate 3 modules for a 3-credit course and 5 modules for a 5-credit course. The optional strand modules may be used to enhance the subject area strands or, alternatively, combined to form 3-credit courses.

The program to be offered should be established through consultation of teaching, guidance, and administrative personnel. In order to promote consistency between grade levels and establish appropriate standards for student evaluation, jurisdictions may wish to monitor the selection of modules. Care should be taken to ensure that students' programs do not repeat modules.

Course sequences are outlined in the yearly-published Junior-Senior High School Handbook. These course sequences are also listed on page 8. For further information regarding module sequences and equipment requirements, refer to the specific modules within the curriculum guides and/or the Business Education Manual for Administrators, Counsellors, and Teachers.

BUSINESS EDUCATION 10, 20, AND 30

In addition to or as an alternative to the courses designated under the subject strands, (i.e., Typewriting 20, Law 30, etc.) 3, 5, or 10 credits may be offered in each of Business Education 10, 20, and 30 to a maximum of 30 credits. Business Education 10, 20, or 30 courses are created by selecting a number of modules from the eight main subject strands as well as from the Optional strand. Elective modules within the subject strands may only be selected if students have taken the core modules identified in the strands. Business Education 10, 20, and 30 courses are sequential.

INDIANA 1988

MINI COURSES

As an alternative to using the modules in the Optional strand to enhance subject area courses, modules from the Optional strand may be grouped together to form 3-credit courses as follows:

Record Keeping 10	(1) Record Keeping 1 (2) Record Keeping 2 (3) Record Keeping 3
Business Calculation 20	(4) Business Calculation 1 (5) Business Calculation 2 (6) Business Calculation 3
Business Communication 20	(7) Business Communication - Development (8) Business Communication - Practice (9) Business Communication - Integration
Dicta Typing 20	(12) Dicta Typing 1 (13) Dicta Typing 2 (16) Business Simulation
Word Processing 30	(14) Word Processing 1 (15) Word Processing 2 (16) Business Simulation

ENHANCEMENT: Use of Optional Modules

A subject strand course may be enhanced by including a module or modules from the Optional strand that supports the objective for a particular course. Inclusion of modules from subject strands other than Optional is not permissible. Not more than one Optional module may be included at each grade level in a 3-credit course, and not more than two optional modules may be included at each grade level in a 5-credit course. The Business Research and Business Simulation modules may, however, be used once in each subject strand provided that the topic is not duplicated. The Optional strand modules are:

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

MATRIX

SUBJECT STRANDS

(13)* ACCOUNTING	(10)* BASIC BUSINESS	(15)* COMPUTER PROCESSING	(10)* LAW
C 1. Basic Accounting Concepts	BB 20: C 1. Canadian Business	C 1. Computer Information Systems	LW 20: C 1. Nature of Law and the Civil Law System
C 2. Journalizing and Posting	BB 20: C 2. Consumer Credit	E 2. Overview of Software	LW 20: C 2. Contract Law
C 3. Completing the Accounting Cycle	BB 20: C 3. Insurance	E 3. Applications: Data Entry	LW 20: C 3. Family Law
C 4. Merchandise Accounting	BB 30: C 4. Economic Concepts	E 4. Applications: Word Processing	LW 30: C 4. Basic Rights and Responsibilities
C 5. End-of-Year Adjustments & 8-Column Worksheets	BB 30: C 5. Small Business Management I	E 5. Applications: Computer Simulations	LW 30: C 5. Labour Law
E 6. Optional Accounting Tasks	BB 30: C 6. Management Techniques	E 6. Applications: Data Base	LW 30: C 6. Property Law
E 7. Voucher System and End-of-Year Adjustments	ELECTIVE: E 7. Personal Financial Planning	E 7. Applications: Electronic Spread Sheet	ELECTIVE: E 7. Criminal Justice System
E 8. Departmentalized Tasks	ELECTIVE: E 8. Small Business Management II (Simulation)	E 8. Overview of Introductory Programming Language	ELECTIVE: E 8. Consumer Law
E 9. Partnership and Corporation Accounting		E 9. Fundamentals of Input/Output	ELECTIVE: E 9. Tort Law
E 10. Cost Accounting		E 10. Introduction to Advanced Computer Programming Techniques	ELECTIVE: E 10. Controversial Issues
E 11. Financial Analysis		E 11. Advanced Computer Programming Techniques	
E 12. Accounting Simulation I		E 12. Extended Programming Project	
E 13. Accounting Simulation II: Computerized Accounting		E 13. Introduction to Second Programming Language	
		E 14. Applications in Second Programming Language	
		E 15. Extended Project in Second Programming Language	
		E 16. Graphics	
		E 17. Systems Analysis and Program Development	
		E 18. Machine/Assembly Language	

(10)* MARKETING	(10)* OFFICE PROCEDURES	(10)* SHORTHAND	(15)* TYPEWRITING
MK 20: C 1. World of Marketing	C 1. Structure of the Business Office	C 1. Shorthand Theory 1	C 1. Keyboarding
MK 20: C 2. Advertising and Sales Promotion	E 2. Personnel in the Business Office	C 2. Shorthand Theory 2	C 2. Keyboarding, Centering and Tabulation
MK 20: C 3. Distribution of Goods and Services	E 3. Business Communication	C 3. Shorthand Theory 3	C 3. Letters and Essays
MK 30: C 4. Marketing Research	E 4. Records Management	E 4. Shorthand Theory, Dictation & Transcription 1	C 4. Reports
MK 30: C 5. Pricing and Financial Activities	E 5. Information Processing	E 5. Shorthand Theory, Dictation & Transcription 2	C 5. Letters & Tables
MK 30: C 6. Selling	E 6. Clerical Routines	E 6. Speed & Transcription Skill Building 1	C 6. Manuscripts
ELECTIVE: E 7. Display	E 7. Secretarial Routines	E 7. Speed & Transcription Skill Building 2	C 7. Tables, Business Forms & Financial Reports
ELECTIVE: E 8. Purchasing & Controlling Merchandise	E 8. Office Specialties I	E 8. Speed & Transcription Skill Building 3	C 8. Business Correspondence
	E 9. Office Specialties II	E 9. Speed & Transcription Skill Building 4	E 9. Specialized Prod. Applications
	E 10. Office Simulation	E 10. Speed & Transcription Skill Building 5	E 10. Production Projects & Review
			E 11. Professional Applications I
			E 12. Professional Applications II
			E 13. Simulation I
			E 14. Simulation II

BEST COPY AVAILABLE

OPTIONAL

OPTIONAL

Subject to restrictions noted in the curriculum guides, these optional modules may be used to enhance the subject strand courses.

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication — Development
8. Business Communication — Practice
9. Business Communication — Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

MINI COURSES

(3)* RECORD KEEPING 10	(3)* BUSINESS CALCULATION 20	(3)* BUSINESS COMMUNICATION 20
C 1 Record Keeping 1	C 1 Business Calculation 1	C 1 Business Communication — Development
C 2 Record Keeping 2	C 2 Business Calculation 2	C 2 Business Communication — Practice
C 3 Record Keeping 3	C 3 Business Calculation 3	C 3 Business Communication — Integration

(3)* DICTA TYPING 20	(3)* WORD PROCESSING 20
C 1 Dicta Typing 1	C 1 Word Processing 1
C 2 Dicta Typing 2	C 2 Word Processing 2
C 3 Business Simulation	C 3 Business Simulation

BUSINESS EDUCATION 10-20-30

(30) BUSINESS EDUCATION 10-20-30

Modules from any of the 8 subject strands and/or the Optional strand may be combined to form three, five or ten credit courses at the 10, 20 or 30 level. The courses are sequential. Elective modules may only be included in a program when core modules have been completed. Care should be taken to ensure that student programs do not duplicate modules.

***Refers to maximum credits available.**

Note: Core modules are prerequisite to elective modules.

Code: C — Core
E — Elective

BEST COPY AVAILABLE

BUSINESS EDUCATION 10, 20 AND 30
MINI COURSES
OPTIONAL

Introduction to Business Education 10, 20, and 30

Business Education 10, 20, and 30 are courses that allow schools vertical and lateral flexibility in module selection. These courses may be designed to address the unique needs of a specific group of students, or to meet the objectives of a particular school.

Business Education 10, 20, or 30 courses may be created by selecting one or more modules from the eight main subject strands as well as from the optional column. Elective modules within the subject strands may only be selected if students have taken the core modules identified in that strand.

Introduction to Mini Courses

Five mini courses are available to schools. They are:

1. Record Keeping 10 (3 credits)
2. Business Calculation 20 (3 credits)
3. Business Communication 20 (3 credits)
4. Dicta Typing 20 (3 credits)
5. Word Processing 30 (3 credits)

Alternatively, mini course modules are available for enrichment or enhancement within the subject strands.

Refer to the curriculum guides or the planning worksheets available in the Business Education Manual for Administrators, Counsellors and Teachers for further information.

Introduction to Optional Strand

The 16 optional modules may be used to enhance any one of the eight subject strands. One optional module may replace an elective module in a 3-credit course and one or two in a 5-credit course. The Business Simulation and Business Research modules can be used more than once provided that content is not duplicated.

...business Education 10-20-30 provides flexibility for programming through the use of subject and optional strand modules.

...dual courses allow schools to combine three optional modules within a specific content or skill area to form three-credit courses.

...ptional strand modules allow schools to provide supplemental material to enhance subject area strand courses.

...siness Calculations and Business Communications modules develop effective communication and calculation skills suitable for personal and business-related activities.

...ics Typing and Word Processing modules expand knowledge of and skill in dealing with the procedures and technology common to a modern business office.

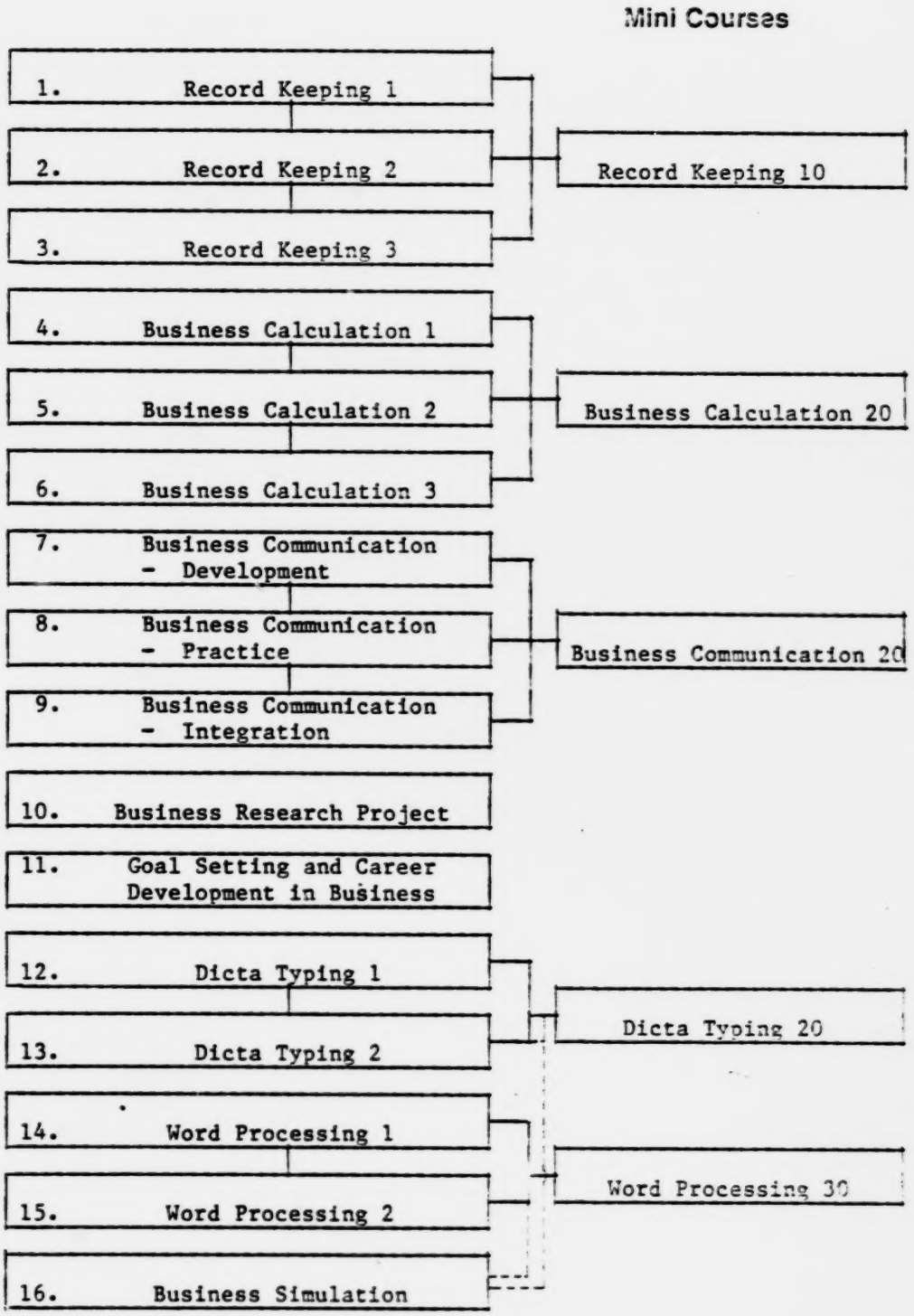
...e Business Simulation module provides experience in situations that reflect the standards and environment of business.

7. Goal Setting and Career Development modules explore various strategies for goal setting and develop plans for a career in the business world.

...e Business Research Project recognizes the sources of information available to a student in the decision-making process, and increases the level of skill and knowledge through research in an area that is of personal interest or is relevant to the business program.

BEST COPY AVAILABLE

FLOWCHART OF MODULES


Mini Courses
1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
Record Keeping 10
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
Business Calculation 20
7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
Business Communication 20
10. Business Research Project
11. Goal Setting and Career Development in Business
12. Dicta Typing 1
13. Dicta Typing 2
Dicta Typing 20
14. Word Processing 1
15. Word Processing 2
Word Processing 30
16. Business Simulation

MODULE 1: RECORD KEEPING 1: PERSONAL FINANCE

Status: Elective

Purpose: To provide the student with the basic skills essential to personal financial management.

Recommendations: 1. That students be aware of the impact of electronic technology on record keeping and have access to microcomputers with suitable software.
2. That students who are enrolled or who have already received credit in Accounting 10-20-30 should not enrol in Record Keeping 10.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Basic Skills	define record keeping terms relevant to personal finance	
	become proficient in performing specific record keeping tasks	
	demonstrate correct penmanship techniques	
Bank Function	discuss the manual and electronic banking procedures and the significance of each to the individual	
	define and compare various personal bank accounts	savings, current, and personal chequing accounts
	compare personal bank accounts with those used by business organizations	
	define the purpose of a current account	
	demonstrate the preparation of a current account deposit	
	use bank forms	signature card, passbook, deposit slip, withdrawal slip, cheque, cheque stub
	prepare a deposit	coins, bills, and cheques endorsement of cheques
Credit Cards	review a credit card application form	merchant, user
	discuss the implications in the use of credit cards	legislation pertaining to the use of credit cards
	discuss the advantages and disadvantages of using credit cards	

TOPIC	LEARNING TASKS	TEACHING NOTES
Automobile Records	identify operating costs of owning an automobile	
	classify operating expenses	
	discuss depreciation	
	prepare an automobile expense record from data given	
	calculate averages and percentages from the automobile expense record	cost per kilometre cost per annum
Personal Record Keeping	distinguish between gross and take-home pay	
	distinguish between fixed and variable expenses	
	prepare a record of income and expenses including a new cash balance	
	prepare a personal budget	
	prepare a family budget from given data	
	prepare an inventory of personal belongings in a personal/family setting	
	set up system for keeping personal records	

TOPIC	LEARNING AIMS	LEARNING TIME
	The student will:	
Retail Sales Clerk	define and use terms relevant to a retail sales clerk position prepare a sales slip compute sales tax calculate change and practise proper procedures for handling cash prepare and maintain accurate records for charge customers use proper procedures in dealing with sales returns	
Stock Clerk	define terms relevant to a stock clerk position prepare a stock record card record the receipt and sale of merchandise on a stock record card prepare a purchase requisition record the purchase requisition on the stock card prepare a purchase order register	
Purchasing Clerk	define terms related to a purchasing clerk position prepare a price quotation card prepare a purchase requisition prepare purchase order verify purchase invoices	

BEST COPY AVAILABLE

TOPIC	LEARNING TASKS	TEACHING NOTES
Payroll Clerk	define salary, wages, commissions, and piece work earnings	
	analyse time cards	
	compute total earnings	calculate total hours worked and overtime
	calculate payroll deductions	income tax, CPP, UIC, health insurance, dental plans, group insurance, union dues, private pension plans, charitable contributions
	prepare a payroll earnings record	
	prepare an employee's earnings record	

BEST COPY AVAILABLE

MODULE 3: RECORD KEEPING 3: CAREER RECORD KEEPING #2

Status: Elective

Purpose: To provide students with further skills in record keeping procedures in a variety of career areas.

Recommendations: That students be aware of the impact of electronic technology on record keeping and have access to microcomputers with suitable software.

Note: At least two of the four topics should be selected.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Accounts Payable Clerk	define and use terms relevant to accounts payable clerk prepare a purchase invoice record purchase invoices in the accounts payable ledger prepare a debit memorandum	
Order Clerk	define and use terms relevant to an order clerk position prepare a shipping order compute shipping charges prepare a shipping charge sheet prepare an invoice compute trade discounts	
Accounts Receivable Clerk	define and use terms relevant to an accounts receivable clerk verify sales invoices record sales invoices in a sales journal post from the sales journal to the accounts receivable ledger prepare a credit memorandum post a credit memorandum to the accounts receivable ledger prepare a statement of account	

BEST COPY AVAILABLE

TOPIC	LEARNING TASKS	TEACHING NOTES
Cash Clerk	define and use terms relevant to a cash clerk prepare cash receipts prepare and record deposit slips in a cheque register record receipts in a cash receipts journal prepare and record voucher cheques in a cheque register prove cash total and rule the cash receipts and payments journal	

MODULE 4: BUSINESS CALCULATION 1: FUNDAMENTAL CALCULATOR USE

Status: Elective

Purpose: To build skill in performing common arithmetic operations using touch control on electronic calculators.

Equipment: Electronic Printing Calculators - Desk Model.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Machine Operation	perform the following operations: - addition - subtraction - multiplication - division - error corrections - round-off - memory - constant - other features demonstrate care of basic machine materials and work area demonstrate appropriate touch keyboarding techniques develop speed and accuracy in the entry of data	
Basic Calculator Applications	convert fractions, percentages, and decimals calculate the percentage of a number calculate the number, given the amount and the percent calculate ratio and proportion complete multiple operations on the machine	
Estimation	build skill in estimating answers	rapid calculation skills

MODULE 5: BUSINESS CALCULATION 2: PERSONAL APPLICATIONS

Status: Elective

Purpose: To build data entry and calculation skills for personal applications.

Equipment: Access to electronic printing calculators.

Procedure: At least four of the seven elective topics should be selected.

Note: This module is suitable for integration within the Basic Business subject strand.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Machine Operation	demonstrate appropriate touch keyboarding techniques	
	increase speed and accuracy in entry of data	
	demonstrate care of machine, materials, and work area	
1. Personal Finance	prepare personal budgets	
	balance a checkbook	
	reconcile a bank statement	
	calculate the costs of credits	installment buying mortgaging a home credit cards
2. Insurance	determine necessary coverage and calculate the cost	home, property, car, boat, motobike
	recognize the different categories of life insurance and calculate the relative cost of each plan	
3. Taxation and Utility	calculate the costs of home ownership expense	property taxes, electricity, water, sewage, home heating
	complete personal income tax form	

TOPIC	LEARNING TASKS	TEACHING NOTES
4. Bank Loans	discuss how to borrow money from a bank	
	perform calculations relating to simple interest and bank discounts	promissory notes, loans
5. Stocks and Bonds	discuss procedures for investing in stocks and bonds	
	calculate brokerage commissions on buy and sell orders	
	calculate accrued interest pertaining to buying and selling bonds	
	interpret financial quotations in the daily paper	
6. Compound Interest	use compound interest and annuity tables	
	use compound interest tables to determine the amount of given principal at the end of a certain time frame	mortgage calculation by computer
	determine the amount of money needed to invest at a given rate in order to have a specified amount within a given time (present value)	
	use annuity tables: a) the amount which an ordinary annuity and an annuity due will be accumulated b) the payment for an ordinary annuity and an annuity due accumulated to a given amount c) the present value of an ordinary annuity and an annuity due d) an ordinary annuity and an annuity due given its present value	
7. Foreign Exchange	calculate custom duties and sales taxes	
	calculate the amount of Canadian currency required to obtain foreign currencies	Dollars (U.S.) Yen (Japan)

MODULE 6: BUSINESS CALCULATION 3: BUSINESS APPLICATIONS

Status: Elective

Purpose: To build data entry and calculation skills for business applications.

Procedure: Four of the seven elective topics should be selected. Topics already taken in Module 2 should not be repeated.

Note: This module is suitable for integration within the Marketing subject area strand.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Machine Operation	demonstrate appropriate touch keyboarding techniques	
	increase speed and accuracy in entry of data	
	demonstrate care of machine, materials, and work area	
1. Payroll Register	calculate hours of work with time cards	
	calculate the gross salary for an employee	
	determine payroll deductions and net pay	UIC, CPP, income tax, AHC, union dues, group insurance, donations
2. Alternative Payroll Calculations	calculate gross salaries based on piecework	straight, bonus, differential
	calculate gross salaries based on commission	straight, quota, incentive, salary
	complete a cash requisition form to meet payroll	
3. Metric Measurement	apply metric system of measurement to calculations	
	use metric measurements in solving problems of length, area and volume	
	convert imperial measurements to metric	

TOPIC	LEARNING TASKS	TEACHING NOTES
4. Extensions and Discounts	extend and verify invoices	
	calculate cash, trade, and quantity discounts	
	determine single discount equivalents	
5. Retail Pricing	calculate marketing discounts	
	calculate mark-up on cost	
	determine inventory figures	
	determine cost of goods sold	
	calculate depreciation	straight line, declining balance sum of digits
	calculate profit or loss as set out on a simple income statement	
6. Foreign Exchange	discuss various customs duties and sales taxes and gain an understanding of the methods used to calculate these	
	calculate the amount of Canadian currency required to obtain a specified amount of foreign currency	use a local newspaper or bank
	become aware of the more common methods of purchasing foreign goods abroad	
	become aware of the variety of options for import and export transactions requiring transfer of foreign currency	
7. Financial Analysis	perform trend analysis from income statements and balance sheets	
	calculate financial stability ratios and component percentages from financial statements	

MODULE 7: BUSINESS COMMUNICATION: DEVELOPMENT

Status: Elective

Purpose: To improve basic communication skills used in the business community.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Proofreading	locate and correct spelling and technical errors	
	recognize and use proofreading symbols	
Vocabulary Development	develop skills in usage, spelling and division of commonly-used business words	verbal and written
	develop correct pronunciation and enunciation of commonly-used business words	
	describe the function of postal codes	Canadian Postal Code United States Postal Zone
	use various dating systems	numeric: year/month/day
	use acronyms and abbreviations correctly	
Composition	structure sentences and paragraphs correctly	
	capitalize and punctuate sentences correctly	
	use proper oral phrasing	
	write paragraphs that demonstrate unity, coherence, and emphasis	
	use proper oral phrasing	
	compose various forms of communication	letters, memoranda, precis, messages, and reports

TOPIC	LEARNING TASKS	TEACHING NOTES
Information	use reference sources	dictionaries, handbooks, manuals, libraries, atlases, periodicals, and reports
Report Writing	compose and present a research report in verbal and/or written form	recommend approximately 200 words in length

MODULE 8: BUSINESS COMMUNICATION: PRACTICE

Status: Elective

Purpose: To develop and practice speaking, listening, reading and writing skills used in the business community.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Speaking Skills	develop and demonstrate speaking skills most appropriate to the business community	
	assess strengths and weaknesses of personal speaking skills	
	give oral instructions in person or on cassette recordings to enable another person to complete a specified task	
Listening Skills	develop and demonstrate good listening skills	
	assess strengths and weaknesses of personal listening skills	
	receive instructions from a person or cassette recording and develop a plan to complete a specified task	
Reading Skills	develop and demonstrate efficient reading skills	
	assess strengths and weaknesses of personal reading skills	
	identify various types of reading materials and demonstrate appropriate reading skill	
	increase comprehension skills	
Writing Skills	develop writing skills emphasizing vocabulary, sentence, and paragraph development	
	apply composition skills in correspondence	inquiry, refusal, thanks, collection, and complaint

TOPIC	LEARNING TASKS	TEACHING NOTES
Writing Skills (cont'd)	produce summaries of business reports, magazine articles and research data using: a. point summary b. sentence summary c. precis	
Information Gathering Skills	research a topic	newspapers, periodicals, voice, and visual reproduction and library resources
	document a report incorporating information gathered from recognized authorities	
	present individually-prepared oral and/or written reports	
Editing Skills	develop critical and analytical editing skills	recognition of inconsistencies, redundancies, repetitions, factual errors
	use correct proofreading symbols	
	produce an acceptable copy or revision from typewritten and handwritten rough drafts	
Presentation Skills	develop written and oral communication skills emphasizing the visual aspect of formal and informal presentations	
	discuss the importance of body language	
	prepare a presentation	dress and grooming print and other support materials verbal presentation
Memory	develop skill in recall of important data and information	
	discuss the use of various memory support systems	
Feedback	recognize the various types of verbal and non-verbal feedback	
	employ appropriate skills in providing feedback	

MODULE 9: BUSINESS COMMUNICATION: INTEGRATION

Status: Elective

Purpose: To integrate communication skills with career demands applicable to the business environment.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Interaction with Individuals	demonstrate appropriate business ethics, etiquette, and attitudes	
	greet, introduce and direct others in a business-like manner	
	use correct and effective speaking, listening, reading, writing, editing, and presenting skills	
	develop effective listening skills which promote improved communication	
	discuss the significance of body language	
	train and supervise a co-worker for specific business tasks	
	demonstrate effective communication skills for various types of interviews	
Interaction with Groups	communicate effectively to groups	prepared and extemporaneous
	examine formal and informal meeting procedures	
	discuss parliamentary procedures when conducting a meeting	agenda support materials
	take and transcribe the minutes of a meeting	
	understand the role of a chairman in facilitating the business of the meeting	
	examine the various types of motions and the related procedures within business meetings	

MODULE 10: RESEARCH PROJECT

Status: Elective

Purpose: To recognize the sources of information available to a student in the decision-making process and to increase the level of skill and knowledge through research.

Note: This module may be included in a student's program more than once if the content in the research project is not duplicated.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Define General Objectives	define the area of business research outline the basic problem define the purpose of research describe the environment in which the research will be undertaken explain the significance and implications this research could have to a wider audience	
Define Specific Objectives	review a variety of methods of research and select the most suitable method define the research procedures to be used develop a timeline	
Obtain Data	explain how data will be obtained access and list the sources of suitable data distinguish between primary and secondary data	
Analyse Data	analyse research data using appropriate statistical procedures	
Formulate Report	correlate data to the general and specific conclusions develop recommendations for future action	

TOPIC	LEARNING TASKS	TEACHING NOTES
Evaluate the Results	evaluate the project in terms of: a) meeting objectives; b) feasibility of recommendations. identify internal and external factors that affected the research	Suggested topics for research: Marketing 1. Canadian marketing success stories 2. advertising strategies 3. history of retailing 4. electronic communication and advertising Basic Business 1. ethics in business 2. automated banking 3. demise of middle management 4. computer-assisted decision-mkaing Computer Processing 1. artificial intelligence 2. robotics 3. networking 4. lazer technology

MODULE 11: GOAL SETTING AND CAREER DEVELOPMENT

Status: Elective

Purpose: To study various strategies for goal setting and goal attainment and to develop personal career-seeking strategies.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Goal Setting	distinguish between long range, short range, tangible, and intangible goals	
	distinguish between personal and career goals and recognize the interrelatedness	
	select the appropriate personal life and career goals and state those goals in time-related terms	realistic, compatible, and attainable
	recognize that career goals must consider personal characteristics	present business environment and opportunities
Techniques of Goal Setting	express goals clearly and in detail	
	prioritize goals	
	design alternative plans for achieving goals	
Problem-Solving Strategies	outline a plan of action needed for change in order to meet the personal and career goals	
	describe the problem in specific terms	
	generate a number of solutions	
	evaluate, positively, each possible solution	
	select the best solution	

TOPIC	LEARNING TASKS	TEACHING NOTES
Career Goals	assess personal strengths and weaknesses, and likes and dislikes when setting career goals	
	identify the various business careers opportunities	requirements, responsibilities, advantages, disadvantages, and rewards
	evaluate alternatives and opportunities for careers in the business world	
Educational Programs	describe the various programs available in high school, college, and university to achieve the identified goals	
Job Search	identify prospective employers	
	develop a comprehensive resume, a covering letter, and a plan for contacting employers	
	demonstrate the ability to complete application forms properly	
	prepare for various types of interviews	

MODULE 12: DICTA TYPING 1

Status: Elective
Prerequisite: Typewriting 10

Purpose: To introduce the student to dictation equipment and to develop transcription skills.

Note: This module requires transcription equipment.

Recommendation: Students will be more successful with the objectives when able to type 45 w.p.m.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Work Station	identify parts of the transcription units	headset, foot control, and control unit
Operating Procedures	demonstrate various functions of equipment	fast forward, rewind, erase, listen, tone control, volume control, and eject
Listening Skills	develop skill in effective listening technique	word -> phase -> sentence level
Editing Skills	apply correct business English skills to transcription process	spelling, punctuation, capitalization, figures, and abbreviations
Transcription Applications	utilize reference material to produce mailable copy	dictionary, thesaurus, English reference
	transcribe basic material from dictated medium in sentences, paragraphs, short letters	continuous key entry (release pedal)
Speed Building	increase transcription speed	straight copy of short letters and reports
	develop skill in producing mailable copy on first draft	

MODULE 13: DICTA TYPING 2

Status: Elective
Prerequisite: Module 12 (Dicta Typing 1)

Purpose: To expand transcription skill through a variety of applications.

Note: This module requires equipment with dictation and transcription capability.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Work Station	demonstrate efficient use of dictation and transcription equipment	
	demonstrate proper care of supplies	
Special Instructions	respond to special instructions from dictator	notation re length of document edits to documents follow-up procedures clarification of names/addresses distribution
Listening Skills	expand skill in demonstrating efficient and effective listening technique	
Editing Skills	demonstrate effective editing skills through preparation of mailable transcripts	
	analyse transcription problems	
	correct errors in dictation	
Dictation Skills	recognize the importance of effective dictation to the production of mailable transcripts	
	demonstrate proper dictation skills	short letters and reports
Transcription Applications	transcribe in mailable form a variety of documents of increasing complexity	two-page letters, tables, manuscripts, and business forms
	transcribe documents pertaining to a specialized area	insurance, legal, and medical petrochemical

TOPIC	LEARNING TASKS	TEACHING NOTES
Speed Building	expand ability to produce mailable transcripts at an efficient rate maintain a record of the rate of transcription speed on a variety of dictated material	minimize time for rewind

MODULE 14: WORD PROCESSING 1

Status: Elective
Prerequisite: Typewriting 20

Purpose: To develop skill in the basic functions of word processing.

Note: This module must be taught on text-editing equipment.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Terminology	apply terms related to word processing	
Work Station	identify the parts of the word processor	display, screen, diskette, printer, central processing unit, and keyboard
	demonstrate proper care and maintenance of hardware and software	handling diskettes, changing ribbons/ print wheels, loading paper
	use vendor manuals as necessary	
Input Procedures	recognize and demonstrate efficient procedures for input of information and data	
	identify and demonstrate the proper use of format functions	tabs, margins, cursor position, center position, page number, line number, document name, diskette name
	create documents in mailable form from a variety of source documents	
Editing and Correction Functions	apply appropriate editing skills	screen and print-out
	revise documents by inserting, deleting, moving, and searching	
	change document format by adjusting margins, line format, tabulation settings, and page formats	
	merge paragraphs	

TOPIC	LEARNING TASKS	TEACHING NOTES
Storage and Management of Input	apply the procedures associated with document management	name, rename, store and delete documents diskette, hard disk, tape, video disk
	recognize the importance of maintaining reference documents for electronically stored material	
Output Procedures	produce mailable single and multi-page documents efficiently	
	apply the procedures for pagination, justification, and hyphenation	
	apply the procedures for the retrieval of diskette contents through visual and print displays	
Specialized Equipment Features	become familiar with the special features available on particular equipment	

MODULE 15: WORD PROCESSING 2

Status: Elective
Prerequisite: Word Processing 1 (Module 14)
Typewriting 20

Purpose: To expand skills in the efficient use of text editing equipment.

Note: This module must be offered on text-editing equipment.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Procedures and Process	demonstrate correct word processing procedures	
Work Station	demonstrate proper care of hardware and software	
	make appropriate use of reference materials	
Production Applications	prepare a variety of material utilizing all the functions of the word processor	letters, manuscripts, and business reports, business and statistical tables, business forms and labels
	produce documents pertaining to specialized areas of business	insurance, legal, medical, and petrochemical
	demonstrate proper use of list processing, table generation, and multiple-command functions	
Editing and Revision	use available editing and revision functions in an efficient manner	
Storage of Documents	store, recall, merge, and rename documents efficiently	

MODULE 16: BUSINESS SIMULATION

Status: Elective

Purpose: To encourage the student to expand knowledge and develop decision-making and technical skills relevant to situations within the business environment.

Note: This module may be included in a student's program more than once if the simulation is not duplicated.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Parameters of Simulation	define the scope of the simulation	school-based community-based
	outline objectives	timeline area of focus (department, office) expectations (observer, participant)
Business Functions	outline the functions of the business and define the clients served	
Personnel Functions	examine the interdependence of personnel and outline their work responsibilities	
	discuss the importance of human relations skills in business interactions	
	outline responsibilities and inter-relatedness of the decision-makers within the business	
	recognize the constraints to decision-making	
Work Flow	examine the work flow	
	identify the constraints of time, personnel and finances	
	prepare suggestions for establishing priorities and procedures that encourage work efficiency	
Evaluation of Simulation	assess the degree to which objectives have been met	verbal and/or oral report
	relate personal interests to simulation and discuss implications for future career choice	

BEST COPY AVAILABLE

GUIDELINES FOR STUDENT EVALUATION

The business education program deals with cognitive, psychomotor, and affective learning activities.

Evaluating student achievement in these domains is a process which is based on the objectives outlined for each of the modules that have been included in the course. The teacher should determine the expectations for student achievement at the time the course is being planned. A basic guideline for determining student grades is to assign marks in proportion to the time spent on that topic and its relative importance.

If the objectives of a module are vocationally-based, the assessment should be criterion referenced; that is, how much progress has the student made toward the attainment of specific, terminal performance objectives which are generally viewed as desirable in the work place.

If the objectives of the modules are based on general interest, the assessment could be norm referenced; that is, how does the student's performance compare with that of similar groups of students in the province.

Each module includes the PURPOSE, the TOPICS and the LEARNING TASKS. PURPOSE defines the general objective for the module. TOPICS outline the concepts to be studied within the module. LEARNING TASKS reflect the depth and scope for each topic. This wording defines the expected level of understanding or skill the student should attain--MASTERY, APPLICATION, or AWARENESS.

EXPECTATIONS REGARDING CONTENT FOR STUDENT ACHIEVEMENT

MASTERY level is expected if cognitive understanding of topic/learning task is prerequisite to further success, or psychomotor activity should meet a specified standard; or

APPLICATIONS level is expected if cognitive understanding of topic/learning task should be demonstrated or psychomotor activity should meet a specified standard; or

AWARENESS level is expected if cognitive understanding of topic/learning task requires basic understanding (comprehension) or recall (knowledge).

Teachers may modify the level of expectations (MASTERY, APPLICATION, AWARENESS) in order to ensure that the degree of challenge is suitable for the students in the class.

NOTE: Further information regarding student evaluation (i.e., justness, fairness and appeal procedures) may be found in your district's Student Evaluation Policy or Business Education Manual for Administrators, Counsellors and Teachers.

LEARNING RESOURCES

Record Keeping 10 (Modules 1, 2, 3)

The BASIC learning resources are:

LASSELLE, R.A. Record Keeping: The Total Concept. (Canadian Edition) Toronto: Houghton Mifflin Canada Ltd., 1985.

The RECOMMENDED learning resources are:

LASSELLE, R.A. Student Workbook, Record Keeping: The Total Concept. (Canadian Edition) Toronto: Houghton Mifflin Canada Ltd., 1985.

LASSELLE, R.A. Teacher's Manual, Record Keeping: The Total Concept. (Canadian Edition) Toronto: Houghton Mifflin Canada Ltd., 1985.

FRITZ, N. Service Station Record Keeping. Toronto: McGraw-Hill Ryerson Ltd., 1968.

ROMAN, J.C. and FINCH, R.E. Family Financial Management. Palo Alto, CA.: Southwestern Publishing Ltd., 1976.

Business Calculation 20 (Modules 4, 5, 6)

The BASIC learning resources are:

WALLACE, M. and PITZ, L. Mathematics for Business with Machine Applications. Toronto: Gage Publishing Ltd., 1977.

The RECOMMENDED learning resources are:

WALLACE, M. Mathematics for Business with Machine Applications, Workbook 1, Units 1-9. Toronto: Gage Publishing Ltd., 1978.

WALLACE, M. Mathematics for Business with Machine Applications, Workbook 2, Units 10-22. Toronto: Gage Publishing Ltd., 1978.

WALLACE, M. Mathematics for Business with Machine Applications, Workbook 1, Units 1-9: Teacher's Edition. Toronto: Gage Publishing Ltd., 1978.

WALLACE, M. Mathematics for Business with Machine Applications, Workbook 2, Units 10-22: Teacher's Edition. Toronto: Gage Publishing Ltd., 1978.

WALLACE, M. and PITZ, L. Mathematics for Business with Machine Applications, Teacher's Manual. Toronto: Gage Publishing Ltd., 1978.

Business Communication 20 (Modules 7, 8, 9)

The BASIC learning resources are:

BROWN, D. et al. Effective English for Business Communication. (Canadian Edition) Toronto: Gage Publishing Ltd., 1982.

The RECOMMENDED learning resources are:

BROWN, D. et al. Effective English for Business Communication - Study Projects. (Canadian Edition) Toronto: Gage Publishing Ltd., 1982.

BROWN, D. et al. Effective English for Business Communication - Teacher's Manual. (Canadian Edition) Toronto: Gage Publishing Ltd., 1982.

SMITH, P. et al. Pitman Office Handbook. Toronto: Copp Clark Pitman Ltd., 1982.

SMITH, P. and HAY-ELLIS, P. Pitman Office Handbook Activity Guide. Toronto: Copp Clark Pitman Ltd., 1978 (drill and practice material for Pitman Office Handbook).

Dicta Typing 20 (Modules 12, 13)

The BASIC learning resources are:

FARMER, G.M. and BROWN, M.J. Dicta Typing: A Short Course. (Second Edition) Toronto: Gage Publishing Ltd., 1982.

The RECOMMENDED learning resources are:

FARMER, G.M. and BROWN, M.J. Dicta Typing: A Short Course - Instructor's Manual. (Second Edition). Toronto: Gage Publishing Ltd., 1982.

FARMER, G.M. and BROWN, M.J. Instructional Tapes for Dicta Typing: A Short Course. (Second Edition) Toronto: Gage Publishing Ltd., 1982. (18 cassettes)

Word Processing 30 (Modules 14, 15)

The BASIC learning resources are:

MILLER, J.W. and WONG, S.M. Words Into Print: Applications in Word Processing and Typewriting. Toronto: John Wiley and Sons Canada Ltd., 1984.[2]

The RECOMMENDED learning resources are:

WONG, S.M. and MILLER, J.W. Words Into Print: Applications in Word Processing and Typewriting - Instructor's Manual. Toronto: John Wiley and Sons Canada Ltd., 1984.[2]

NOTE: Although the following Practice Sets are not specifically created for Word Processing, they do have a typewriting orientation which can be used for Word Processing.

Typewriting Practice Sets with Word Processing Applications:

ATKINSON, P.S. and CLEMENT, J.E. Medical Office Practice. (Third Edition) Palo Alto, CA.: Southwestern Publishing Company, 1984 (suitable for all levels).[1]

ATKINSON, P.S. and CLEMENT, J.E. Medical Office Practice - Instructor's Manual. (Third Edition) Palo Alto, CA.: Southwestern Publishing Company, 1984 (suitable for all levels).[1]

ATKINSON, P.S. and DRAPER, A. Typewriting Office Practice - Top Music. (Second Edition) Toronto: Gage Publishing Ltd., 1982 (suitable for all levels).[1]

ATKINSON, P.S. Typewriting Office Practice - Top Music, Teacher's Manual. (Second Edition, prepared by Andrina Draper.) Toronto: Gage Publishing Ltd., 1982 (suitable for all levels).[2]

MCINTOSH, H. et al. Westchester Square Inc. - The Secretary: An Office Job Simulation. (Second Edition) Palo Alto, CA.: Southwestern Publishing Company, 1983 (suitable for all levels).[1]

MCINTOSH, H. et al. Westchester Square Inc. - The Secretary: An Office Job Simulation, Employer's Manual. (Second Edition) Palo Alto, CA.: Southwestern Publishing Company, 1983 (suitable for all levels).[1]

REYNOLDS, C. Snow Country Typewriting Practice Set. (Canadian Edition, prepared by Andrina Draper.) Toronto: Gage Publishing Ltd., 1980 (suitable for all levels).[1]

REYNOLDS, C. Manual - Snow Country Typewriting Practice Set. (Canadian Edition, prepared by Andrina Draper.) Toronto: Gage Publishing Ltd., 1980 (suitable for all levels).[1]

Word Processing Practice Set:

MATTHEWS, A.L. et al. Palmetto Insurance Company - The Word Processing Correspondence Secretary: An Office Job Simulation. Palo Alto, CA.: Southwestern Publishing Company, 1981 (suitable for all levels).[1]

MATTHEWS, A.L. et al. Palmetto Insurance Company - The Word Processing Correspondence Secretary: An Office Job Simulation, Employer's Manual. Palo Alto, CA.: Southwestern Publishing Company, 1981 (suitable for all levels).[1]

Computer Applications Software:

BROWN, H.R. Touchtype. Spirit River, Alberta: Software Spirit, 1983 (suitable for all levels).

LOTUS, P. Applewriter IIe. Cupertino, CA.: Apple Computer Inc., 1983 (suitable for all levels).

_____. Format II Enhanced Version. New York, N.Y.: Kensington Microware, 1982 (suitable for all levels).

_____. Screenwriter II. Coarsegold, CA.: Sierra On-Line Inc., 1983 (suitable for all levels).

---

[1] These packages are also approved for Typewriting and Office Procedures.

[2] Words Into Print is a basic resource for both Word Processing 30 and Typewriting 30.

85 06 01

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Business Education Subject Strand

Record Keeping

Course Content	Recordkeeping: The Total Concept (Lasselle - Canadian Ed.)
Module 1: Record Keeping 1: Personal Finance	
a) Basic Skills	Unit 1
b) Bank Functions	Unit 3
c) Credit Cards	-
d) Automobile Records	-
e) Personal Record Keeping	Unit 2
Module 2: Record Keeping 2: Career Record keeping #1	
a) Retail Sales Clerk	
b) Stock Clerk	
c) Purchasing Clerk	
d) Payroll Clerk	Job 9
Module 3: Record Keeping 3: Career Record Keeping #2	
a) Accounts Payable Clerk	Job 5
b) Order Clerk	Job 6
c) Accounts Receivable Clerk	Job 7
d) Cash Clerk	Job 8

Business Calculation

Course Content	Mathematics for Business With Machine Applications (Wallace/Pitz)
Module 4: Business Calculation 1: Fundamental Calculator Use	
a) Machine Operation	Unit 1; Vendor's Handbook
b) Basic Calculator Applications	Units 1, 2, 3
c) Estimation	-
Module 5: Business Calculation 2: Personal Applications	
a) Machine Operation	-
1. Personal Finance	Units 6, 12
2. Insurance	Unit 8
3. Taxation and Utility	Unit 11
4. Bank Loans	Unit 6
5. Stocks and Bonds	Unit 18
6. Compound Interest	Unit 19
7. Foreign Exchange	Units 16, 17
Module 6: Business Calculation 3: Business Applications	
a) Machine Operation	-
1. Payroll Register	Unit 13
2. Alternative Payroll Calculations	Units 4, 13
3. Metric Measurement	Provincial and Federal Government Booklets on Metrication
	Calculating Living Area of Residential Buildings (Canadian Real Estate Association)
4. Extensions and Discounts	Unit 4
5. Retail Pricing	Units 5, 21
6. Foreign Exchange	Units 16, 17
7. Financial Analysis	Unit 21

Business Communication

Course Content	Effective English for Bus. Comm. (Canadian Ed.) (Brown et al)
Module 7: Business Communication: Development	
a) Proofreading	Unit 1, Section 4
b) Vocabulary/Development	Unit 1; Ref. Guide, Sec.2
c) Composition	Units 2, 3, 4; Ref. Guide, Sections 1, 2
d) Information	-
e) Report Writing	Unit 10
Module 8: Business Communication: Practice	
a) Speaking Skills	Unit 1, Sec. 1,2; Unit 9
b) Listening Skills	Unit 1, Section 4
c) Reading Skills	Unit 1, Section 4
d) Writing Skills	Units 2, 3, 4
e) Information Gathering Skills	Unit 10
f) Editing Skills	-
g) Report Writing	Unit 10
h) Presentation Skills	-
i) Memory	-
j) Feedback	-
Module 9: Business Communication: Integration	
a) Interaction with Individuals	Review of Selected Units
b) Interaction with Groups	
Module 10: Business Research Project	Resources to be identified by instructor.
Module 11: Goal Setting and Career Development in Business	Resources to be identified by instructor.

Dicta Typing

Course Content	Dicta Typing: A Short Course (Second Ed.) (Farmer/Brown)
Module 12: Dicta Typing 1	Resources to be identified by instructor.
Module 13: Dicta Typing 2	Selected Practice Exercises to be identified by instructor.

Word Processing

Course Content	Words Into Print - Applications in Word Processing and Typewriting (Miller/Wong)
Module 14: Word Processing 1	Sections from Chapters 1-12.
Module 15: Word Processing 2	Typewriting Practice Sets Word Processing Appl.: Medical Office Practice Typewriting Office Practice - Top Music Westchester Square Inc. - The Secretary: An Office Job Simulation
Module 16: Business Simulation	Snow Country Typewriting Practice Set W.P. Pracice Sets: Palmetto Insurance Co. - The Word Processing Correspondence Secretary Computer Applications Software: Touchtype (suitable for all levels) Applewriter IIe (suitable for all levels)Chapters Format II (suitable for all levels) Screenwriter (suitable for all levels)

Notes:
1. The above resources cover the majority of the topics.
2. The above correlations are suggested as guidelines to assist in teacher planning.
3. Additional keyboarding software packages have been identified at the supplemental level. Refer to Clearinghouse reports.

85 06 01